Publisher	Title of Material	Author	Copyright	Grade Level	R = Resource *Correlation		
		<b>Grades 9 - 12</b>					
Encyclopedia Britannica Inc.	Encyclopedia Britannica Online School Edition	Encyclopedia Britannica, Inc.	2004	<b>9-12</b> (K-12)	R		
	Key Features: 1. Four encyclopedias that are geared for all levels of reading with 123,000 articles and 27,000 images and video clips including coverage of Health topics. Plus, the Britannica Internet Guide offers access to the best sites available on the Web, chosen based or their educational value with an emphasis on curriculum-based content. 2. Learning Materials and Teacher Resources that include more than 450 interactive guides to incorporate core content areas into the classroom. Health topics include Healthy Lifestyles, Illness, Mental and Emotional Wellness, and Consumer Health. Core concept reviews, student activities, images, and Web links are included. 3. Other features include a World Atlas with detailed maps of more than 200 countries, all U.S. states, and all Canadian provinces, a student dictionary and thesaurus, interactive historical timelines, and videos and multimedia. Journals and magazines provide up-to-date information about classroor concepts and current events.						
Glencoe /	Health & Wellness	Meeks, Heit	2005	9-12	100%		
McGraw Hill (Academic Sales Group)	Key Features: Designed for a broad range of learners. The magazine style format is easy-to-navigate with high interest content and active learning strategies that is relevant to today's student. The program's authorship team helped establish the National Health Standards to which this program is correlated. The ample use of illustrated charts, graphs, and tables makes it easier for students of all abilities to organize, learn and relate relevant content. All illustrated tables will be supported with related photos and/or artwork. The use of instructional photos and artwork is a significant addition to the new revision. The use of illustrated tables that are integrated in many lessons is an effective CRISS strategy. The "Make the Connection:" feature at the beginning of each lesson helps direct the student to related material in other lessons. The "Mini-Reviews" in the lesson margins offer students a quick on-going assessment throughout the lesson. Students will be able to self assess a form of a reading-check to see if they comprehend the theme of the lesson.						
	Spanish Student Edition Also Available						
	Teacher Wraparound Edition (Free: 1:35 Stud	lent Editions Purchased)					
	Teacher Classroom Resources (Free 1:50 Student Editions Purchased)						
	TCR Includes:						
	Chapter Resources, Units 1-11; A Teen's Guide To Sexuality, Te; Unit And Lesson Transparencies; Enrichment; Reading Essentials For Health, English						
	Available Additional Resources include:						
	A Teen's Guide to Sexuality, SE, English or Spanish; Unit and Lesson Transparencies; Enrichment; Reading Essentials for Health, Spanish; Teen's Guide to Sexuality, TE						
	Available Technology Resources Include:						
	StudentWorks CD-ROM; TeacherWorks CD-Video quizzes, VHS or DVD; Interactive Ch		at's Health Got to	Do With It? V	ideo VHS, Mindjogger		
	Glencoe Health	Merki	2005	9-12	94%		
	Key Features: A research-based program which gives student the skills they need to stand up to peer pressure, avoid risky behaviors, and develop the resilience they need to handle the changes they'll face during their school years and throughout their lives. Chapter Features such as Personal Health Inventory, Case Study, Myth or Fact, Quick Write, and Health Online quickly launch a student's focus and interest. Hands-On Activities such as Health Skills Activity, Hands-On Health, Real-Life Application Exploring Issues, and Eye on the Media provide application, reinforcement, and enrichment.						
	Teacher Wraparound Edition (free: 1/25 stud	ent editions purchased)			1		
	<b>Foundations of Personal Fitness</b>	Rainey, et, al	2005	9-12	11%		
	Key Features: Helps students take control of their personal, physical, and emotional well-being through fitness. Sensitive to issues of the developing adolescent, this exciting program focuses on personal fitness information, practical skills, and real-world applications that encourage students to become responsible for their own fitness and well-being throughout life. Text Features include: <i>Any Body Can, Fitnes Check, Active Mind!</i> And <i>Active Body!</i> This flexible program consists of a series of high-interest, stand-alone, yet sequential lessons, supported by an abundance of activities.						
	Teacher Wraparound Edition (free: 1/25 stud	ent editions purchased)	_	T			
Holt, Rinehart and Winston, a. division of Harcourt Inc.	Lifetime Health, Student Edition	HRW	2004	9-12	78%		
	Key Features: The primary objective of the program is to provide up-to-date content that is scientifically and medically accurate. Additional objectives of the program are to motivate students through real-world applications, develop students' life skills, integrate technology, and accommodate a variety of learning styles and ability levels. <i>Lifetime Health</i> focuses on developing ten key life skills: Making Good Decisions, Using Refusal Skills, Assessing Your Health, Evaluating Media Messages, Communicating Effectively, Setting Goals, Being a Wi Consumer, Practicing Wellness, Using Community Resources, and Coping. This program promotes active learning through various hands-on activities and role-playing. Throughout the LifeTime Health series, students are encouraged to actively learn health concepts and practice life skills. Lifetime Health offers a flexible format that meets the needs of health educators and their students. The sections and chapters in Lifetime Health build logically from the introduction of life skills to their application throughout the textbook. The Online Editions and CD ROM Versions of Lifetime Health make it easier for students to take their textbooks home to study.						
Harcourt Inc.	Decisions, Using Refusal Skills, Assessing Y Consumer, Practicing Wellness, Using Comn activities and role-playing. Throughout the I skills. Lifetime Health offers a flexible forn Lifetime Health build logically from the intro	nunity Resources, and Coping. This p LifeTime Health series, students are er that that meets the needs of health edu aduction of life skills to their application	program promotes a accouraged to active cators and their stu- ion throughout the	active learning ely learn health udents. The se	concepts and practice lifections and chapters in		
Harcourt Inc.	Decisions, Using Refusal Skills, Assessing Y Consumer, Practicing Wellness, Using Comn activities and role-playing. Throughout the I skills. Lifetime Health offers a flexible forn Lifetime Health build logically from the intro	nunity Resources, and Coping. This p LifeTime Health series, students are er that that meets the needs of health edu aduction of life skills to their application	program promotes a accouraged to active cators and their stu- ion throughout the	active learning ely learn health udents. The se	concepts and practice litections and chapters in		
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**Health** Grades 9-12

Publisher	Title of Material	Author	Copyright	Grade Level	R = Resource *Correlation			
	Salud Para Toda la Vida			L	1			
lolt, Rinehart	Study Guide							
nd Winston, a	Life Skills Workbook							
vision of	Sexuality and Responsibility, Student Edition							
arcourt Inc.	Teacher Edition							
	Chapter Resources (package)							
	Teaching Transparencies							
	Guided Reading Audio CD Program							
	One-Stop Planner CD-ROM with Test General	ator for Macintosh® and Windows®						
	Video Resources and Video Resources Viewi	ng Guide and Worksheets with Answ	wer Key					
	Viewing Guide and Worksheets with Answer	Key						
	Sexuality and Responsibility, Teacher Edition	l						
	Sexuality and Responsibility, Teaching Resou	arces						
	Sexuality and Responsibility, Spanish Resour	ces Booklet						
	Spanish Study Guide							
	Spanish Assessments							
Human Kinetics	Fitness for Life, 5 <sup>th</sup> Edition, Cloth	Corbin & Lindsey	2004	9-12	16%			
	from it.  Fitness for Life will motivate students to	to regular exercise, and using techno		sicar fittiess and				
	from it.  Fitness for Life will motivate students to  become informed consumers in matters rela  learn self-management skills that lead to ad  learn lifelong fitness and physical activity o  take personal responsibility for program pla  recognize and overcome the barriers to reac  use technology to promote healthy living ar  assess personal progress using a variety of the sases personal progress using a progress using a variety of the sases personal progress using a progress using a variety of the sases personal progress using a progress using a variety of the sases personal progress using a progress using a variety of the sases personal progress using a progress using a variety of the sases personal progress using a progress using a variety of the sases personal progress using a progress using a variety of the sases personal progress using a variety of the s	ted to lifelong physical activity and footing healthy lifestyles; oncepts; nning and setting individualized goal hing their activity and fitness goals; id to separate fact from fiction; and cools, including <i>Fitnessgram/Activity</i> variety of quality Internet resources tudents the benefits of specific exerciperienced editorial board deducational tudents to help one another learn self-assessment program Healthy Behavior all responsibility for their own fitness lls that promote active and healthy be	fitness;  ls;  gram.  on the Fitness for I ises  f-management skills  gram  and physical activite the skills	Life Web site (	www.FitnessForLife.org discussion			
	from it.  Fitness for Life will motivate students to  become informed consumers in matters rela  learn self-management skills that lead to ad  learn lifelong fitness and physical activity of take personal responsibility for program pla  recognize and overcome the barriers to reace use technology to promote healthy living ar assess personal progress using a variety of the second progress using a variety of	ted to lifelong physical activity and footing healthy lifestyles; oncepts; nning and setting individualized goal hing their activity and fitness goals; id to separate fact from fiction; and cools, including <i>Fitnessgram/Activity</i> variety of quality Internet resources tudents the benefits of specific exerciperienced editorial board deducational tudents to help one another learn self-assessment program Healthy Behavior all responsibility for their own fitness lls that promote active and healthy be	fitness;  ls;  gram.  on the Fitness for I ises  f-management skills  gram  and physical activite the skills	Life Web site (	www.FitnessForLife.org discussion			
	from it.  Fitness for Life will motivate students to  become informed consumers in matters rela  learn self-management skills that lead to ad  learn lifelong fitness and physical activity of  take personal responsibility for program pla  recognize and overcome the barriers to reac  use technology to promote healthy living ar  assess personal progress using a variety of the same of the sa	ted to lifelong physical activity and footing healthy lifestyles; oncepts; nning and setting individualized goal hing their activity and fitness goals; and to separate fact from fiction; and tools, including <i>Fitnessgram/Activity</i> variety of quality Internet resources tudents the benefits of specific exerciperienced editorial board deducational tudents to help one another learn self-embedded in the self-assessment program Healthy Behavior all responsibility for their own fitness that promote active and healthy betweencise and how to overcome those	fitness;  ls;  gram.  on the Fitness for I ises  f-management skills  gram  and physical activite thavior barriers	Life Web site ( s though active ty, and showing	www.FitnessForLife.org discussion			
	from it.  Fitness for Life will motivate students to  become informed consumers in matters rela learn self-management skills that lead to ad learn lifelong fitness and physical activity of take personal responsibility for program pla recognize and overcome the barriers to reac use technology to promote healthy living ar assess personal progress using a variety of the technology to promote healthy living ar assess personal progress using a variety of the technology to promote healthy living ar assess personal progress using a variety of the technology to promote healthy living ar assess personal progress using a variety of the technology to teach s  New Text Features  New intention in text to direct students to a New anatomical art designed to teach s New content based on input from an exp Physical activity features that are fun an "Taking Charge," a feature that allows s Self-assessments for each chapter  Fitnessgram/Activitygram assessments e Extensive chapter review materials Increased Emphasis on Adapting Lifelor A greater focus on teens' taking persona New instruction on self-management ski A recognition of the barriers to regular e Guidance on individualized goal setting Ways to use technology to implement the	ted to lifelong physical activity and footing healthy lifestyles; oncepts; nning and setting individualized goal hing their activity and fitness goals; and to separate fact from fiction; and tools, including <i>Fitnessgram/Activity</i> variety of quality Internet resources tudents the benefits of specific exerciperienced editorial board deducational tudents to help one another learn self-embedded in the self-assessment program Healthy Behavior all responsibility for their own fitness that promote active and healthy betweencise and how to overcome those	fitness;  ls;  gram.  on the Fitness for I ises  f-management skills  gram  and physical activite thavior barriers	Life Web site ( s though active ty, and showing	www.FitnessForLife.org discussion			
	from it.  Fitness for Life will motivate students to  become informed consumers in matters rela  learn self-management skills that lead to ad  learn lifelong fitness and physical activity o  take personal responsibility for program pla  recognize and overcome the barriers to reac  use technology to promote healthy living ar  assess personal progress using a variety of the self-assess personal progress using a variety of the self-assessments are funded to teach so  New Text Features  Web icons in text to direct students to and  New anatomical art designed to teach so  New content based on input from an explain and the self-assessments for each chapter  Fitnessgram/Charge," a feature that allows so  Self-assessments for each chapter  Fitnessgram/Activitygram assessments of  Extensive chapter review materials  Increased Emphasis on Adapting Lifelor  A greater focus on teens' taking personal  New instruction on self-management ski  A recognition of the barriers to regular of  Guidance on individualized goal setting  Ways to use technology to implement the New Art and Design	ted to lifelong physical activity and footpring healthy lifestyles; oncepts; nning and setting individualized goal hing their activity and fitness goals; id to separate fact from fiction; and tools, including <i>Fitnessgram/Activity</i> variety of quality Internet resources tudents the benefits of specific exerciperienced editorial board deducational tudents to help one another learn self-ambedded in the self-assessment program Healthy Behavior all responsibility for their own fitness lls that promote active and healthy between and how to overcome those execuse and help students improve the security of their own fitness and help students improve the security of their own fitness and help students improve the security of their own fitness and help students improve the security of their own fitness and help students improve the security of their own fitness and help students improve the security of the s	fitness;  ls;  gram.  on the Fitness for I ises  f-management skills  gram  and physical activite thavior barriers	Life Web site ( s though active ty, and showing	www.FitnessForLife.org discussion			
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	from it.  Fitness for Life will motivate students to  become informed consumers in matters rela  learn self-management skills that lead to ad  learn lifelong fitness and physical activity o  take personal responsibility for program pla  recognize and overcome the barriers to reac  use technology to promote healthy living ar  assess personal progress using a variety of  New Text Features  Web icons in text to direct students to a  New anatomical art designed to teach s  New content based on input from an exp  Physical activity features that are fun an  "Taking Charge," a feature that allows s  Self-assessments for each chapter  Fitnessgram/Activitygram assessments e  Extensive chapter review materials  Increased Emphasis on Adapting Lifelor  A greater focus on teens' taking persona  New instruction on self-management ski  A recognition of the barriers to regular e  Guidance on individualized goal setting  Ways to use technology to implement the  New Art and Design  New unit openers, adding more color to an all  Extensive new art and photos that appeal to t	ted to lifelong physical activity and footpring healthy lifestyles; oncepts; nning and setting individualized goal hing their activity and fitness goals; id to separate fact from fiction; and cools, including <i>Fitnessgram/Activity</i> variety of quality Internet resources tudents the benefits of specific exerciperienced editorial board dieducational tudents to help one another learn self-assessment program Healthy Behavior all responsibility for their own fitness lls that promote active and healthy between the course and help students improve the diready bright and attractive book	fitness;  ls;  gram.  on the Fitness for I ises  f-management skills  gram  and physical activite havior barriers  heir levels of fitness	Life Web site ( s though active ty, and showing	www.FitnessForLife.org discussion g them how to do so			
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Contract period 9/1/04- 8/31/09

**Health** Grades 9-12

Publisher	Title of Material	Author	Copyright	Grade Level	R = Resource *Correlation				
	Instructor's Manual (1 free per 25 texts ordered)								
Thomson Learning/Delmar Learning	Introduction to Sports Medicine and Athletic Training	Robert France	2005	9-12	R - 11%				
	Key Features: Follows the six domains of athletic training: prevention; recognition, evaluation, and assessment; immediate care; treatment, rehabilitation, and reconditioning; organization and administration; and professional development and responsibility. Has more thorough depth and coverage of anatomy and physiology. Offers discussion and insight into a wide range of careers related to Sports Medicine								
	Instructor's Manual (1 free per 25 texts ordered)								